

Unarmed Security Guard

(Job Role)

Qualification Pack : Ref. Id. MEP/Q7101

Sector : Private Security

Textbook for Class IX



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
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FOREWORD

The National Curriculum Framework (NCF)–2005 recommends bringing work and education into the domain of the curricular, infusing it in all areas of learning while giving it an identity of its own at relevant stages. It explains that work transforms knowledge into experience and generates important personal and social values, such as self-reliance, creativity and cooperation. Through work, one learns to find one's place in the society. It is an educational activity with an inherent potential for inclusion. Therefore, an experience of involvement in productive work in an educational setting will make one appreciate the worth of social life and what is valued and appreciated in society. Work involves interaction with material or other people (mostly both), thus, creating a deeper comprehension and increased practical knowledge of natural substances and social relationships.

Through work and education, school knowledge can be easily linked to learners' life outside the school. This also makes a departure from the legacy of bookish learning and bridges the gap between the school, home, community and the workplace. The NCF–2005 also emphasises on Vocational Education and Training (VET) for all those children who wish to acquire additional skills and/or seek livelihood through vocational education after either discontinuing or completing their school education. VET is expected to provide a 'preferred and dignified' choice rather than a terminal or 'last resort' option.

As a follow-up of this, the NCERT has attempted to infuse work across the subject areas and also contributed in the development of the National Skill Qualification Framework (NSQF) for the country, which was notified on 27 December 2013. It is a quality assurance framework that organises all qualifications according to the levels of knowledge, skills and attitude. These levels, graded from one to ten, are defined in terms of learning outcomes, which the learner must possess regardless of whether they are obtained through formal, non-formal or informal learning. The NSQF sets common principles and guidelines for a nationally recognised qualification system covering Schools, Vocational Education and Training Institutions, Technical Education Institutions, Colleges and Universities.

It is under this backdrop that Pandit Sunderlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal, a constituent of NCERT, has developed learning outcomes based modular curricula for the vocational subjects from Classes IX to XII. This has been developed under the

Centrally Sponsored Scheme of Vocationalisation of Secondary and Higher Secondary Education of the Ministry of Human Resource Development.

This textbook has been developed as per the learning outcomes based curriculum, keeping in view the National Occupational Standards (NOS) for the job role and to promote experiential learning related to the vocation. This will enable the students to acquire necessary skills, knowledge and attitude.

I acknowledge the contribution of the book development team, reviewers and all institutions and organisations, which have supported in the development of this textbook.

NCERT would welcome suggestions from students, teachers and parents, which would help us to further improve the quality of the material in subsequent editions.

HRUSHIKESH SENAPATY

Director

National Council of Educational
Research and Training

New Delhi

December 2018

ABOUT THE TEXTBOOK

Private security industry provides services for protection from potential harm, threat, damage to persons and property. Organisations, shopping malls, industries and commercial establishments need security. They plan their security and employ trained private security personnel to guard against hazards and crimes, such as sabotage, attack, robbery, etc.

An Unarmed Security Guard is expected to secure life and property from risks and threats by following basic guarding practices, which could be done with or without the help of security equipment. The person is expected to identify potential risks and threats, take counter measures, operate security equipment, carry out basic documentation, report incidents to get assistance from the concerned agencies and communicate effectively with people and police. Knowledge and skills for performing searches, access and parking control, escort duties, handling situations in case of emergencies and disasters, use of security equipment, reporting and documentation in domain-specific environment is, therefore, needed for becoming a trained Unarmed Security Guard.

This textbook for the job role of 'Unarmed Security Guard' has been developed to impart knowledge and skills through hands-on learning experience, which forms a part of experiential learning. It has been developed with the contribution of subject and industry experts, and academicians for making it a useful and inspiring teaching-learning resource material for students. Adequate care has been taken to align the content of the textbook with the National Occupational Standards (NOS) for the job role so that the students acquire knowledge and skills as per the performance criteria mentioned in the NOSs of the Qualification Pack (QP) for the job.

This textbook is divided into four Units. Unit 1 deals with introduction to security services. It begins with differentiation between public and private security services, types of security services and security guards, and the role and responsibilities of security personnel. It also underlines that the Unarmed Security Guard's main duty is to observe, report and deter. Basic procedures and practices for preventing, reporting and responding to threats, hazards and emergencies, including those related to hygiene, tools and machinery, hazardous substances, working at heights, electricity, suspicious packages and fire, have also been covered in the Unit. It is expected that the students will be able to develop necessary knowledge and

skills to identify and control risks and act accordingly in various situations of threats and emergencies.

Unit 2 deals with private security regulations as given in the Private Security Agencies (Regulation) Act 2005. It also includes the knowledge that the Unarmed Security Guard must possess to cooperate with the police and other organisations. The Unit deals with the various types of evidences that are collected for testifying in the court of law. A description of the ranks and badges in the Indian Army, Indian Navy, Indian Air Force and Police is also given so that the students can understand about the career prospects and aspire to join the armed forces.

Unit 3 gives a description of the common arms and Improvised Explosive Devices used by anti-social elements that the Unarmed Security Guard must be able to identify. It also throws an insight into the security equipment that the Unarmed Security Guard must possess as per the requirements of the Private Security Agencies (Regulation) Act 2005. It covers electronic security system, access control system, security lighting system, fire detection system, and safety and emergency system.

Unit 4 includes access control procedures for search and seizure, electronic equipment used in search, incident reporting, structures required for access control, and levels of access control. It also explains authentication and authorisation procedures to be followed by private security personnel during access control.

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